DOCUMENT RESUME

ED 061 183 SP 005 633

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TITLE A New Program for the Preparation of Junior College Faculty.
INSTITUTION Northeastern State Coll., Tahlequah, Okla.
PUB DATE [70]
NOTE 19p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS College Curriculum; College Teachers; *Higher Education; *Junior Colleges; *Teacher Education; *Teacher Education Curriculum; Teacher Educators

ABSTRACT

This document reports the development of a program for the preparation of junior college faculty. A survey of 34 college administrators conducted in the fall of 1970 verified the need for special programs dealing with unique philosophies and problems of a junior college. Junior college administrators from Kansas, Arkansas, Texas, Missouri, and Oklahoma were invited to a conference held at Northeastern. Other purposes of the conference were a) to determine the needs of junior colleges in employing additional faculty, b) to determine the academic and professional experiences junior college administrators were seeking in prospective faculty, c) to orient the faculty at Northeastern to the role and philosophy of the junior college, d) to meet the need for educational planning in Oklahoma, and e) to determine the role of Northeastern in meeting the needs of the junior colleges. On the basis of recommendations made during the conference, a proposed junior college teaching program was presented to the Board of Regents of Oklahoma. It was approved and expanded enabling Northeastern to offer a master of education degree in junior college teaching. A 11-team bibliography is included. Appendixes present a survey of junior college administrators, junior college conference participants, and the current status of the program. (MJM)

ED 061183

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A NEW PROGRAM FOR

THE PREPARATION OF JUNIOR COLLEGE FACULTY

Program Developed by:

Division of Education & Psychology

Northeastern State College

Tahlequah, Oklahoma

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SP 005 633

A NEW PROGRAM FOR

THE PREPARATION OF JUNIOR COLLEGE FACULTY

Background

In the spring of 1970, the State Regents of Higher Education received the results of research studies on education in the state of Oklahoma. Among the conclusions included in the studies, there seemed to be certain implications for institutions of higher education. These conclusions were that there would be almost a 50 percent increase in college enrollments with most of this increase at the graduate level.[1] It was also concluded that there was only informal communication or cooperative effort among two-year colleges in planning and developing programs at this level which was considered to be ineffective.[2]

Martorana and Wattenbarger recommended in their study that "Oklahoma establish a state-wide system of comprehensive junior colleges...whereby the citizens of all parts of the state may have an opportunity in post-high school lower division education."[3] They also recommended that the State Regents for Higher Education should provide support for the development of the junior college system.[4]

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[1]E. T. Dunlap, "Planning for the Decade of the 1970's," Higher Education Alumni Council of Oklahoma: A Report to Our Members, March, 1970.

[2]James L. Wattenbarger & S. V. Martorana, Junior College Education in Oklahoma, (Oklahoma City, State Regents for Higher Education, 1970).

[3]Ibid., p. 72.

[4]Ibid., p. 74.

The report from the Oklahoma State Regents of Higher Education indicated that Oklahoma colleges were turning out secondary and elementary teachers at twice the rate of the nation as a whole. While these people have been placed in the national market, there are indications that there will be a surplus of these people in the near future. Hence, there is a need to diversify programs away from teacher education.[5] There was, however, no mention of surplus of college faculty, or that there was not a need to diversify teacher education into other areas. It was recommended, however, that the six state colleges "should diversify their baccalaureate programs to emphasize....liberal arts, business and service areas....with corresponding decrease of emphasis in teacher education programs."[6] It was also noted in the same recommendation that these colleges should modify their programs in order to place an emphasis on education and research at the master's level.[7]

Hurlburt reviewed research related to junior college teachers. He indicated that there was a definite need for the colleges and universities to develop programs to prepare junior college teachers. He also emphasized that a Ph. D. degree was not appropriate preparation for junior college teachers. There is, however, a need for junior college teachers to be

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[5]Dan Hobbs, editor, "The Role and Scope of Oklahoma Higher Education", (Oklahoma City: Oklahoma State Regents for Higher Education, 1970), p. 85.

[6]Ibid., p. 86.

[7]Ibid., p. 86.

proficient in the application of learning principles and theories.[8] This need has been recognized by others and has resulted in the development of new programs to prepare junior college teachers.

Under provisions of Education Professions Development Act of 1967, more than thirty institutes, training programs and special programs were in progress across the nation in 1969. All of these programs were designed especially to prepare junior college personnel. It was noted that these programs were funded to assist institutions in meeting critical shortages of highly qualified personnel who are serving or preparing to serve as teachers, administrators, or educational specialists in two and four year colleges and universities.[9] This seemed to clearly identify a need for programs to prepare junior college personnel.

On the basis of the foregoing information, it was apparent that the state colleges should attempt to determine their roles in relation to the expected growth of junior colleges in the state of Oklahoma. Past experiences and a perusual of the literature indicated that junior colleges have unique philosophies and problems which could have implications for the preparation of junior college teachers. A survey, conducted in the Fall of 1970 of thirty-four college administrators, verified this assumption. An overwhelming number expressed a need for special programs to prepare junior college teachers. The results of the survey are shown in Appendix A. Dr. A. Russell Davis of East Texas State University conducted a similar

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[8]Allen S. Hurlburt, "The Preparation and Characteristics of Junior College Teachers," Junior College Research Review, II, 6 (February, 1968); See also, Robert T. Alciatore, "The Preparation of College and University Teachers," The Oklahoma Teacher, LI, 8 (April, 1970), p. 34.

[9]Higher Education Personnel Training Programs: 1969-70, (Washington, D. C.: U. S. Department of Health, Education, and Welfare).

survey at an earlier date which reflected similar results.[10] A copy of Dr. Davis' questionnaire and the results are also shown in Appendix A.

It was decided that an appropriate approach to the problem would be to initiate a conference to establish a foundation for the role that Northeastern State College should adopt for the decade of the 1970's. This recommendation was forwarded through appropriate channels and approved by the President of Northeastern State College, Dr. Robert E. Collier.

It was recognized that graduates from such a program might well accept positions outside the state of Oklahoma. Hence, participants invited to the conference included junior college administrators from Kansas, Arkansas, Texas, Missouri and Oklahoma. A list of the participants is included in Appendix B.

THE CONFERENCE: A SUMMARY

The purposes of this conference were:

1. To determine the needs of the junior college administrators in terms of:

    a. the type of personnel they seek to employ in instructional positions;

    b. the type of preparation program that would develop the competencies needed by junior college faculty members.

2. To orient the faculty of this institution in the difference

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[10] A. Russel Davis, "Role and Philosophies of Junior Colleges" (Speech at Northeastern State College, Tahlequah, Oklahoma), Nov. 4, 1970.

between the philosophy and role of the junior college and the philosophy and role of senior colleges.

3. To ascertain the role of Northeastern State College in meeting the needs of the junior colleges.

Dr. A. Russell Davis, Director of the Community College Center at East Texas State University and consultant to the conference, opened the conference with a presentation on the role and philosophy of junior colleges. He also described the program at East Texas State University, Commerce, Texas, for preparing junior college personnel. He described how this program differed from other teacher preparation programs at East Texas State.

Following Dr. Davis' presentation, there was a discussion period concerning the professional competencies which should be developed through the Education Department's offerings. The campus representatives asked the visiting junior college administrators questions concerning specific needs.

On Thursday morning, Dr. Hudson, Personnel Director at Tarrant County Junior College in Fort Worth, Texas, described the preparation of the 319 faculty members employed by that institution. He stressed the need for academic preparation, but noted the need for special programs by the large budget they allocate to provide professional development for the faculty.

Following Dr. Hudson's presentation, representatives from each of the academic divisions at Northeastern State College participated in a question and answer session. Questions were asked of the junior college administrators concerning the types of academic programs and courses which would be beneficial for junior college teachers.

CONCLUSIONS AND RECOMMENDATIONS

The topic under consideration was the feasibility of offering a junior college teacher preparation program at Northeastern State College. More specifically, it was intended to (1) determine the needs of junior colleges in employing additional faculty, (2) determine the academic and professional experiences junior college administrators were seeking in prospective faculty, (3) orient the faculty at this institution to the role and philosophy of the junior college, (4) meet the need for educational planning in Oklahoma as recommended by Wattenbarger and Martorana,[11] and (5) determine the role of Northeastern State College in meeting the needs of the junior colleges.

Conclusions:

1. Due to the projected enrollment increase in the junior colleges, and to the survey included in this summary, there will be an increased need for faculty at the junior college level.

2. In this and other studies, there is evidence to indicate a need for junior college teacher preparation that is differenct from the preparation of secondary teachers or the preparation of teachers for the four year colleges.

3. Junior college teachers need to be more "student centered" in their educational philosophy and less research oriented.

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[11] James L. Wattenbarger & S. V. Martorana, Junior College Education in Oklahoma, (Oklahoma City, State Regents for Higher Education, 1970).

4. On the basis of this conference, the master's level of preparation seemed to be appropriate, at this time, for the preparation of junior college teachers.

5. The Master of Education degree, with minor revision in the program, offered at Northeastern State College would meet the degree requirements for junior college teaching. (Revisions: at least twenty graduate hours in an academic area and special professional courses related to junior colleges.)

6. Institutions preparing junior college teachers should establish and maintain better liaison with the junior colleges in this area.

7. A review of the college catalog revealed that the academic areas of English, Geography, History, Political Science (with a minimum addition of one graduate course), and the area of Guidance have current offerings which are sufficient to offer academic emphasis for this proposed program.

Recommendations:

In order to comply with recommendations by the State Regents for Higher Education and the expressed needs of junior college administrators, it was strongly recommended that Northeastern State College proceed with all deliberate speed to implement a program for the preparation of junior college teachers. This program was to be designed to meet the needs of personnel who are already teaching junior colleges as well as persons preparing to teach at the junior college level.

It was recommended that this program be initiated as a specialty under the Master of Education program currently offered at Northeastern State College. It was also recommended that the current flexibility in degree plans to be retained in this program.

In view of the foregoing recommendation, it was suggested that a committee (of at least three faculty members) should be appointed for each candidate to identify a course of study which will be compatible with the needs of the candidate. The chairman of the candidate's committee should be a faculty member in the academic area that the candidate has chosen for major emphasis. One committee member should be from the minor field, if one is chosen, and the third committee member should be from the division of education. It was also recommended that one faculty member be designated to approve all programs designed by these committees before they are forwarded to the graduate dean's office for approval. These recommendations were also made on the advice of Dr. A. Russell Davis, consultant to the conference.

On the basis of the recommendations by both the junior college administrators and the campus representatives from the academic areas, the candidate should take a minimum of twenty (20) hours in the academic areas. These twenty hours may be combined from two areas if they are closely related and recommended by the candidate's committee. Prerequisites and the specific courses required within each department should be the responsibility of each department, and in some cases may require more than the minimum of twenty graduate hours.

It was recommended that in anticipation of the implementing a program for the preparation of junior college teachers, each academic area establish a means of examining their resources to determine the feasibility of expanding current graduate programs. These resources would include faculty, library holdings and other related factors.

Until such time more academic areas may be strengthened to provide preparation in more areas, it is strongly recommended that candidates be allowed to transfer all academic work acquired at other state colleges or universities in those academic areas which do not currently offer a sufficient number of graduate hours to satisfy the twenty hour minimum.

In the light of the foregoing recommendations, the professional courses for each candidate would, in most cases, be restricted to twelve hours. However, the number of hours in professional education may exceed that number if the candidate has a need for more courses to furnish him with the appropriate experiences. In the following outlined program, the core of education courses is based on the recommendations of the junior college administrators.

PROPOSED JUNIOR COLLEGE TEACHING PROGRAM

Academic preparation: The candidate should complete a minimum of twenty graduate hours in an academic area. The requirements in each academic area are to be specified by a committee comprised of faculty in that academic area.

Professional preparation: The candidate must take a minimum of twelve hours including the following courses. The candidate is required to take Educational Research 502, but the candidate's committee will designate other courses to be taken.

Educational Research 502	2 hours
Philosophy of Junior Colleges	2 or 3 hours
Guidance (Psychology & Guidance for Junior College Students)	2 or 3 hours
College Teachers and College Teaching (innovative methods and evaluation)	2 or 3 hours

Internship in Higher Education (recommended if candidate has not had two (2) years of teaching experience at the secondary level or one (1) year of experience at a junior college)	6 hours

It was also recommended that the Division of Education and Psychology request courses which can supplement the core of courses presented above. Such courses might include:

College Students and College Culture

Curriculum Design and Policy in the Junior College

THE APPROVED PROGRAM

The Board of Regents of Higher Education in Oklahoma subsequently approved Northeastern State College at Tahlequah, Oklahoma, to offer a Master of Education degree in Junior College Teaching. Eight faculty members were designated as faculty for the junior college program. The first courses of this new program were offered in the Summer of 1972. The approved program is as follows:

MASTER OF EDUCATION DEGREE
IN JUNIOR COLLEGE TEACHING

Purposes

The two principal purposes of this program are to strengthen the academic preparation of the student in his teaching field and to acquaint him with the philosophy and problems peculiar to the junior (or community) college.

Admission Requirements

1. The student must be admitted to graduate study at Northeastern State College.
2. He must have completed a minimum of 24 hours of undergraduate credit in the field of his specialization (defined below).
3. He must submit two letters of reference from principals, supervisors, or college teachers.

Areas of Specialization

The current approved list of areas of specialization includes: Behavioral Science (one-half psychology and one-half sociology), Biological Science, Business Administration, Business Education, Economics, English, Geography, Health and Physical Education, History, Industrial Arts, Language Arts (English, speech, journalism, library science), Mathematics, Physical Science, Psychology, Political Science, Safety and Physical Education, Sociology, Social Science.

Structure of the Degree Plan

I. Teaching Specialization (Minimum of 20 hours)

   (a) Courses for this component must be chosen from the selected area in which the student has completed a minimum of 24 hours undergraduate credit.
   (b) Without prior approval of the Graduate Council, only 400 and/or 500 level courses may be taken for graduate credit.

II. Professional Education (12 to 20 hours)

   (a) Required Courses
   Educ. 502, Educational Research
   Educ. 5403, Philosophy of Junior Colleges
   Educ. 5413, Guidance and Psychology of Junior College Students
   Educ. 5423, College Teachers and College Teaching
   (b) Internship
   Educ. 5444-6, Internship (Junior College)
   This course will be required of the student who has not completed a minimum of one year teaching in a state accredited junior college or two years in the public schools.
   (c) Selected Electives
   Educ. 5304, Junior College Teaching
   Educ. 5452, Contemporary Issues in Higher Education
   Educ. 4413G, Educational Television and Radio

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APPENDIX A

SURVEY OF JUNIOR COLLEGE ADMINISTRATORS
(Conducted by Northeastern State College)

In an effort to determine the feasibility of offering a Junior College Teacher Preparation Program at Northeastern State College, a survey was conducted of the community and junior colleges within a three hundred mile radius of this institution. The purpose of this survey was to determine (1) the need for additional faculty in the institutions that they represented, (2) if there was a need for a special program to prepare junior college teachers, and (3) if the institutions surveyed would be willing to send representatives to our campus to discuss the preparation of junior college teachers.

Number				Per cents		
Yes	No	No response		Yes	No	No response
30	4		1. Will you be hiring additional faculty members in the near future?	89%	11%	
32	2		2. Do you believe teachers in community and junior colleges require preparation different from the preparation of secondary or four year college teachers?	94%	6%	
32	2		3. Do you believe there is a need for a special program to prepare teachers to teach in community and junior colleges?	94%	6%	
33	1		4. Would you prefer to employ faculty with special training in teaching at the community and junior college level?	97%	3%	
27	4	3	5. Would you be willing to participate in an expense paid overnight trip to our campus to share your views concerning teachers for community and junior college and the preparation thereof?	79%	12%	9%

OTHER COMMENTS:

1. Could provide a valuable service.
2. Several colleges are now working in this area.
3. Need <u>really new</u> approach.
4. A real need in this area.

APPENDIX B

Junior College Conference:
The Participants

Coordinators of the Conference:

M. L. McClure, Chairman of Department of Education & Psychology
Bob Vandiver, Associate Professor of Education
J. E. Grozier, Jr., Associate Professor of Education

Visiting Participants:

Dr. A. Russell Davis (Consultant)
Associate Professor of Secondary & Higher Education
East Texas State University
Commerce, Texas

Junior College Representatives:

Dr. G. E. Burson, Dean of Instruction
Northern Oklahoma College
Tonkawa, Oklahoma

Dr. D. D. Creech, President
Northeastern A & M College
Miami, Oklahoma

Dr. Kenneth Hudson, Director of Personnel & Professional Development
Tarrant County Junior College District
Fort Worth, Texas

Dr. Orville Johnson, President
Poteau Community College
Poteau, Oklahoma

Dr. John W. Kalas, Vice President
Bacone College
Muskogee, Oklahoma

Dr. James F. Klemm, Academic Dean
Connors State College
Warner, Oklahoma

Dr. Dell Reed, President
Crowder College
Neosho, Missouri

Dr. Charles E. Thiebaud, President
Labette Community Junior College
Parsons, Kansas

Dr. Ben Whitfield, Dean & Acting President
Westark Junior College
Fort Smith, Arkansas

Campus Representatives at Conference:

Dr. Elwin Fite, Dean of the College
Dr. Vernon Burrows, Dean of Graduate Program

Dr. M. L. McClure, Chairman of Division of Education & Psychology
Dr. J. E. Grozier, Associate Professor of Education
Dr. Bob Vandiver, Associate Professor of Education
Dr. D. W. DeWoody, Associate Professor of Education
Dr. Ralph Whitworth, Professor of Music
Dr. Ken Holland, Professor of Physical Education
Dr. Ray Stearns, Associate Professor of Business Education
Dr. Earl Williams, Associate Professor of Economics
Dr. Maxwell White, Director of Library
Dr. Frank Vesley, Chairman of Division of Communications
Dr. Marjorie Holland, Professor of English
Dr. Valgene Littlefield, Professor of Speech
Dr. George Nolan, Associate Professor of Chemistry

(Other faculty members participated by attending portions of the conference.)

Survey of Texas Junior College Administrators
(Conducted by Dr. Davis, East Texas State University)

This survey was a part of Dr. Davis' presentation at the Junior College Conference held at Northeastern State College, November 4, 1970.

Yes 35 No 1	1.	Do you believe that a study in depth of the philosophy and role of the community junior college, of its student body characteristic, and of its programs and services would enhance the possibility that a person would become a more effective teacher in a junior college?
Yes 33 No 3	2.	In structuring the professional preparation for the degree, would you recommend course(s) in audio-visual techniques?
Yes 26	3.	Are the insights possible from a course in counseling and guidance (tailored to the community college) significant and important enough to be included in a degree plan?
Yes 30 No 6	4.	Do you believe that a teaching internship at a community college would be of significant value to a prospective community college teacher?

CURRENT STATUS OF PROGRAM

A committee has been formulated to implement the foregoing program. Dr. J. T. Sego, Assistant Dean of the College, is chairing the committee which has been charged with the responsibility of clarifying details of the program (selection of texts, internship assignment policies, etc.). Minor revisions in the program are being considered, but will not directly affect the outlined program.

At this time, there is no way to predict an enrollment figure for this program. However, there have been a number of inquiries from prospective students. There is every indication that the program will be viewed as advantageous by graduate students.